DOCUMENT RESUME

ED 076 613 TM 002 595

AUTHOR Greene, John F.; Zirkel, Perry A.
TITLE Revising the Attitude Toward Bilingual Scale for Use in the Northeast.
PUB DATE Feb 73
NOTE 8p.; Paper presented at Annual Meeting of the National Council of Measurement in Education (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Attitude Tests; *Bilingualism; Discriminatory Attitudes (Social); Elementary Grades; Interviews; Measurement Techniques; *Parent Attitudes; Social Attitudes; *Sociolinguistics; Technical Reports

ABSTRACT

An instrument to determine attitudes of Anglo- and Mexican-American parents toward Spanish-English bilingualism has been developed. This study examines the feasibility of revising this instrument to measure attitudes toward Puerto Rican bilingualism. Ninety-two Puerto Rican, 39 black, and 34 white parents with children in elementary schools in Connecticut were interviewed. Bilingual parents had a more positive and restricted range of scores than monolingual ones. A larger number of poor responses to items came from the bilingual parents. Each ethnic group showed a relatively positive attitude toward bilingualism and the attitudes of blacks and whites were similar. (RS)

FORM 510
PRINTED IN U.S.A.

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 076613

TM 002 595

Revising the Attitude Toward Bilingual Scale for Use in the Northeast

John F. Greene
University of Bridgeport

Perry A. Zirkel
University of Hartford

Paper Presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans, February 1973

Revising the Attitude Toward Bilingual Scale for Use in the Northeast*

John F. Greene
University of Bridgeport

Perry A. Zirkel
University of Hartford

The Puerto Rican population in the Northeast has grown in recent years to over 1.5 million people. (Rodriguez, 1970). Puerto Rican pupils have siffered a significant lack of equitable educational opportunities in mainland schools (Coleman, 1966). Following the lead of the Southwest, school systems in the Northeast have initiated increasing numbers of bilingual programs to respond to this situation. However, as several experts in the field have pointed out (Fishman & Lovas, 1970; Horner, 1971; Saville & Troike, 1970), there is a critical need for sociolinguistic surveys of the communities to be served, including a continuing assessment of attitudes toward bilingualism and bilingual education.

Mosley (1969) has developed a promising instrument to determine the attitudes of Anglo- and Mexican-American parents toward Spanish-English bilingualism. Mosley's scale consists of 20 Likert-type items, each having five response options ranging from complete disagreement (1) to complete agreement (5) with the given statement concerning bilingualism. Both negative and positive statements are included in an effort to reduce response set. Mosley reported significant ($p<.01$) item validities for the 20 items and a split-half reliability of .69, corrected to .80, as a result of its use with a sample of Mexican- and Anglo-American parents in Texas. The appropriateness of Mosley's instrument for use in the Northeast, however, has not been assessed.

*Original research supported by Faculty Research Grant, University of Bridgeport, Bridgeport, Connecticut, 1972.

Objectives

The purposes of this study were to examine the feasibility and reliability of a version of the Mosley Attitude Toward Bilingualism Scale revised for use with a multi-ethnic sample of parents in the Northeast.

Method

The instrument was Mosley's Attitude Toward Bilingualism Scale revised so that the term "Mexican-American(s)" was deleted and replaced by "Puerto Rican(s)." The instrument was administered orally during home interviews with a multi-ethnic sample of parents in a large Connecticut city. The interviews were conducted on an individual basis by a team of professional educators in the parents' homes. Each interview lasted approximately twenty minutes. The interviewers who visited the homes of the Puerto Rican parents were bilingual.

Data Sources

The subjects of the study consisted of 92 Puerto Rican, 39 Black, and 34 White parents having children in the primary grades of four schools where bilingual programs were being established. The subjects all resided in a core Connecticut city with a significant proportion (approximately 20 per cent) of Puerto Ricans.

Results

The means and standard deviations for each ethnic group are reported in Table I.

Table I
Revised Attitude Toward Bilingualism Scale:
Means and Standard Deviations of
Black, White, and Puerto Rican Parents

	n	$\bar{x}$	s	t
Black	39	4.01	.54	
				.37
White	34	3.96	.52	
Monolingual (subtotal)	73	3.99	.53	
				5.36**
Puerto Rican	92	4.36	.28	

**$p < .01$, two-tailed test

As can be seen by examining this table, each ethnic group of parents evidenced a relatively positive attitude toward bilingualism. The mean attitudes toward bilingualism between the black and white parents were quite similar and, as indicated by a t-test, not significantly different. Moreover, a point-biserial coefficient of -.04 between the two monolingual groups and their measured attitude confirmed that they need not be partitioned by ethnic group membership for analysis purposes. In contrast, the bilingual (Puerto Rican) parents were revealed to have a significantly ($t=5.36$, $p < .01$) more positive attitude than the monolingual (black and white parents with respect to Spanish-English bilingualism. The low standard deviations, particularly for the bilingual (Puerto Rican) sample, indicated a restricted range of scores. This restricted array of scores revealed a discrimination problem for the instrument, especially in the case of the bilingual subjects.

Table II contains the results of analyses designed to examine the internal structure of the revised Mosley Scale when field-tested with the monolingual (black and white) parents.

- - - - - - - - - - - - - - - -
Insert Table II About Here
- - - - - - - - - - - - - - - -

Item validities, as measured by the correlations with total score, ranged from .14 to .66 for the monolingual sample. Only items 9, 14, and 20 failed to correlate significantly ($p < .01$) with the total score. Item 1 was noted as having a poor response option distribution in that greater than 60 percent of the sample selected option 5.

An odd-even split-half reliability was found to be .61 for the instrument when used with monolingual parents. A corrected value of .76 was determined by applying the Spearman Brown formula.

The item validities for the revised Mosley Scale when field-tested with the bilingual (Puerto Rican) parents are presented in Table III.

- - - - - - - - - - - - - - - -
Insert Table III About Here
- - - - - - - - - - - - - - - -

As revealed in Table III, the item validities as measured by the correlations with the total score ranged from .23 to .50 for the bilingual sample. Items 2, 3, and 6 were found not to correlate significantly with total score. Items 1, 4, 5, 11, and 13 were noted to have poor response option distributions although each showed a significant relationship with the total score.

The restricted range of scores was further reflected in the finding of an odd-even split-half reliability of .40 for the instrument when used with the bilingual (Puerto Rican) sample. A corrected value of .57 was found by applying the Spearman Brown formula.

Table II

Analysis of Revised Attitude Toward Bilingualism Scale
Items: Monolingual Sample

Comment code: 1 - retain
2 - examine, poor response option distribution
3 - delete, low correlation with total score

Item #	r With Total Score*	Frequence of Response Option						Comment
		1	2	3	4	5	NR	
1	.46**	4	5	2	12	50	0	2
2	.47**	5	3	5	20	39	1	1
3	.31**	31	20	6	6	10	0	1
4	.50**	3	3	2	26	39	0	1
5	.34**	3	6	3	19	35	7	1
6	.58**	6	5	2	17	43	0	1
7	.63**	28	24	6	7	8	0	1
8	.63**	7	2	8	24	29	3	1
9	.28	15	21	15	9	11	2	3
10	.40**	7	11	4	20	28	3	1
11	.48**	33	21	2	7	5	3	1
12	.66**	4	5	7	20	36	1	1
13	.32**	37	22	6	2	3	3	1
14	.15	1	6	6	30	29	1	3
15	.62**	5	1	4	27	34	2	1
16	.53**	0	6	8	24	29	6	1
17	.34**	6	5	13	17	30	2	1
18	.46**	2	2	3	25	39	2	1
19	.45**	24	30	6	4	7	0	1
20	.14	25	27	6	5	6	4	3

* after rescaling negative items
** $p < .01$, two-tailed test

Table III

Analysis of Revised Attitude Toward Bilingualism Scale
Items: Bilingual Sample

Comment code: 1 - retain
2 - examine, poor response option distribution
3 - delete, low correlation with total score

Item #	r With Total Score*	Frequency of Response Option						Comment
		1	2	3	4	5	NR	
1	.34**	0	1	1	33	56	1	2
2	.23	0	3	1	36	52	0	3
3	.23	50	37	0	3	2	0	3
4	.35**	1	0	2	25	64	0	2
5	.32**	0	1	0	32	59	0	2
6	.23	1	0	2	46	43	0	3
7	.29**	25	44	4	3	15	1	1
8	.50**	2	5	2	37	46	0	1
9	.35**	3	4	6	47	32	0	3
10	.33**	0	1	2	48	41	0	1
11	.40**	60	27	0	3	1	1	2
12	.43**	0	0	1	39	52	0	1
13	.43**	63	22	3	1	3	0	2
14	.46**	4	1	3	38	45	1	3
15	.32**	6	17	17	27	25	0	1
16	.40**	0	0	1	48	43	0	1
17	.47**	1	0	0	36	55	0	1
18	.40**	0	0	1	37	54	0	1
19	.34**	34	46	4	3	2	3	1
20	.33**	43	35	5	3	2	4	3

* after rescaling negative items
** $p < .01$, two-tailed test

Conclusions

Analyses of the use of the revised Mosley Attitude Toward Bilingualism Scale revealed somewhat differential patterns for monolingual and bilingual parents in the Northeast. Bilingual parents were revealed to have a more positive and restricted range of scores than their monolingual counterparts. The same number but a different array of items were found to not have significant correlation coefficients with the total scores of the monolingual and bilingual samples. Moreover, an overlapping but much larger number of items revealed poor response distributions for the bilingual sample as compared to the monolingual sample. The corrected split-half reliability for the monolingual sample (.76) was comparable to that of the original use of the instrument, indicating that the items were moderately consistent with respect to content sampling. However, the corrected split-half reliability for the bilingual sample (.57) reflected the stricted range of scores obtained with the Puerto Rican parents.

Implications

These analyses reveal the revised Mosley Attitude Toward Bilingualism Scale to be a promising instrument for use in assessing the sociolinguistic attitudes of parents in communities considering Spanish-English bilingual education programs. The differential pattern of results for the monolingual and bilingual parents reveal that both groups might well be considered separately in devising appropriate instrumentation and programs involving both groups. The item analyses serve as the basis for further revision and refinement of this instrument for use in assessing the attitude towards Spanish-English bilingualism of the multi-ethnic population encountered in the cities of the Northeast. The instrument would seem in particular to need refinement to discriminate more effectively within the positive perceptions of Puerto Rican parents with respect to Spanish-English bilingualism.

REFERENCES

Fishman, Joshua A. & Lovas, Joan. Bilingual education in sociolinguistic perspective. TESOL Quarterly, 4, 1970, 215-222.

Horner, Vivian. Reviews: bilingual schooling in the United States. TESOL Quarterly, 5, 1971, 153-159.

Mosley, Ramon T. Development and application of a Spanish-English bilingualism attitude scale. Unpublished doctoral dissertation, Texas A & M University, 1969.

Rodriguez, Armando. Education for the Spanish-speaking: Manana in motion. National Elementary Principal, 49, 1970, 52-56.

Saville, Muriel P. & Troike, Rudolph C. A handbook for bilingual education Washington, D.C.: Teachers of English to Speakers of Other Languages, Georgetown University, 1970.